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ABSTRACT

The Sacramento City (California) Unified School District found its own way to combine local school effectiveness assessment with state required local district quality reports. The evaluation matrix developed by the district identified information needed in six district goal areas for local long-range planning, the state-required reports, and an effective schools assessment. The six goal areas affected were student achievement, the learning environment, staff and student morale, partnership with the community, facilities, and management programs. All the information needs identified were then addressed through one comprehensive information system, a procedure allowing several reporting requirements to be met with the smallest possible duplication of effort or allocation of resources. From the information gathered using the instruments that were developed in light of the information needs, the district produced site-specific reports, goal-specific reports, and district summaries, all of which could be combined in various ways for different reporting purposes. This document briefly describes the development of the information-gathering and -reporting system and presents matrices that display the relationships among information needs, required reports, goal areas, and information-gathering instruments. Significant districtwide findings are listed briefly. (PGD)

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LOCAL QUALITY AND EFFECTIVE SCHOOLS INDICATORS

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Introduction

When the first state performance reports came out two years ago, our district response was less than enthusiastic. The additional requirement of local quality reports was not eagerly embraced. Nevertheless, when it was suggested that local school quality reports could be produced as part of a "management information system"--and that they could also give attention to effective schools indicators--the district was willing to support such an effort.

This effort, known in the district as the "Management Information System", or MIS, produced the special report which is discussed in this presentation.

Methods Used

A steering committee of 27 district representatives guided the process and gave direction for the various studies. They organized and served on subcommittees for the seven different studies. They also reviewed the major products of this effort.

The first task was to identify the specific topics which would be covered in the studies and presented in the reports. These topics formed a matrix which covered not only district interests such as our long range plan, but the state local quality indicators and the effective schools indicators (see the pink attachment). Additional information from existing sources and reports was added to the information matrix.

The information matrix was then reorganized into the separate study/survey matrix, showing which topics would be covered in which surveys, and insuring that an overlap of views on a given topic would be available (see the yellow attachment). For example, both students and parents would provide their ratings on the instructional program.

Each staff member in the research office was responsible for one or more studies. They organized the subcommittees and handled the details of the surveys or other data gathering. Each of these studies was a major task, and resulted in a separate report on the study methodology and findings. (One of these surveys will be discussed in more detail in a presentation by Patricia Adelekan.)

Comprehensive Data Base

Information from each study was organized by school and stored in computer files. Selected items from these files were used to produce the individual school reports. Other information was arranged by district area and given to area administrators. School principals received individual school data on each study, along with the district summary data.

Major attention was given to maintaining the confidentiality of the

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information. No reports are available listing all schools and their "scores" on any of the studies. Each school, however, has its own information and can determine how it compares with the district.

Reports

There are three types of reports available. The first type of report is the individual study report. Each study resulted in a complete report on the study design, methodology, and findings.

These reports were used to compile the second type of report, a district summary report. The district report differs from the usual study summary in its organization. Rather than report on findings from the parent survey, the teacher survey, etc., the report organized findings from all the pertinent studies that addressed the six major topics presented in the matrices of information and studies.

The third type of report is the school profile. Information for this report was taken from the computer data files set up from the surveys and from other available district information. To produce the profile, we developed a "template" of text into which specific pieces of information from the data base were merged. (The process for doing this will be discussed in more detail in a presentation by Eleanor Chiang.)

The school profile is the district response to the "local quality indicator" report. A sample of the profile for one of the district middle schools is attached. The general format and content of the profile were approved by the steering committee and by the district administration.

Each school received a draft copy of its profile for review. Questions and problems about any information were handled by staff in the research office. Schools could receive a basic order for sufficient copies to cover staff and parent advisory groups, or they could place an additional order (at their own expense) if they wanted to distribute copies to parents. (About one-third of the schools have requested additional copies.) A few principals requested space to present additional information about their school. We were able to add limited amounts of additional information to their school profiles.

Summary

This account of our district's attempt to address local quality and effective schools indicators is not complete. We did not address all of the possible indicators, nor cover some of the specified indicators very thoroughly. We are already planning the next improvements, additions and deletions to the system we initiated. As we look back over these two years, we are amazed at how far we have come. Now we look ahead at how far we still have to go.

Based upon our experience, we make these limited suggestions for others. First, find a "hook" on which to hang the local quality or effective schools indicators. For some it may be accreditation, for others school planning. Second, make use of available information as much as possible, and augment that information with related surveys and studies. Finally, make use of computer technology. Not only will much of the job be simplified, but the learning process is fun!

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
MANAGEMENT INFORMATION SYSTEM
1985-86

District Goal Areas	Areas Related to the Long Range Plan	Local Quality Indicators	Effective Schools Indicators	Available Report Information	Proposed Surveys and Studies
		INFORMATION NEEDED		**PLAN DEVELOPMENT AND SUMMARY** — **PROPOSED EDUCATIONAL**	**ADMINISTRATIVE & EVALUATION SERVICES** — **INFORMATION SYSTEM**
STUDENT ACHIEVEMENT: Improve student achievement through instructional leadership, increased time to learn, and monitoring student progress.	Revised Achievement Reporting Proficiency Testing Courses of Study Curriculum Monitoring Promotion Standards	Testing Information Amount & Quality of Writing Amount & Quality of Homework Number & Types of Books Read	High Expectations Monitoring Progress	Student Achievement: CAP - Grades 3, 6, 8, 12 Proficiency Testing 5/6 & HS CTBS: Grades 1-8; TASK: Gr. 11 Scholastic Aptitude Test and Advanced Placement Tests Physical Fitness Course Enrollments & Grades Graduation & Scholarship Rpts.	+ Staff Survey + Student Survey + Graduate Followup Study
LEARNING ENVIRONMENT: Improve the environment in which teaching and learning occur.	Dropout Reduction Improved Attendance Desegregation Magnet/Alternative Schools Gang Activity Reduction	Extracurricular Activities Support for Students with Special Needs Library/Media Center Use	Opportunity to Learn Time on Task	Attendance/Absentee Rates Dropout Statistics Ethnic Composition Program & School Evaluations Desegregation Reports AFDC Staffing Patterns Class Size Programs	+ Dropout Study + Staff Survey + Student Survey + Parent Survey + Facilities Study
STAFF AND STUDENT MORALE: Improve staff and student morale.	Codes of Conduct Staff Development Vocational/Career Programs	Improved Attendance Awards & Recognitions (Student and Teacher)	Clear School Mission	Special Program Evaluations Special Funding for Personnel Special Ed. Mainstreaming	+ Staff Survey + Student Survey + Parent Survey
COMMUNITY PARTNERSHIP: Encourage parent volunteers and community members and businesses to work cooperatively with the schools.	Community Attitude Surveys	Parent Participation Community Support	Home-School Relations	Use of School by Community (Permit Requests)	+ Community Surveys: + Parents + Community Service Organizations + Businesses
FACILITIES: Provide and maintain facilities that meet the needs of students.	Resource Management	Lessened Vandalism	Safe and Orderly	Boundary Changes Building Capacity Staff & Student Parking Handicap Access Computer & Other Equipment	+ Facilities Study + Staff Survey + Student Survey + Parent Survey
MANAGEMENT PROGRAMS: Strengthen support services and provide clear leadership.	Resource Management Administrative Support Three-Year Plan Update Employee Evaluation & Remed.	Parent Participation Community Support	Instructional Leadership	Special Funding for Personnel Program & School Evaluations	+ Financial System Reports + Facilities Study + Staff Survey

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
MANAGEMENT PLANNING OVERVIEW

MANAGEMENT INFORMATION SYSTEM STUDIES

Prepared by Administrative and Evaluation Services Office
1985-86

District Goal Areas	STAFF SURVEY	STUDENT SURVEY	PARENT SURVEY	COMMUNITY/BUSINESS ORG.	FACILITIES	FINANCIAL OPERATIONS
STUDENT ACHIEVEMENT: Improve student achievement through instructional leadership, increased time to learn, and monitoring student progress.	Adequacy of homework Writing assignments Grading system/expectations	Quality of instruction in: Math Reading Language	Satisfaction with student achievement in: Math Reading Language	Satisfaction with student achievement: (Community Services-English non-English courses, math, vocational courses, reading, tutorials) (Business-language, reading, math & pre-employment skills	(Compare student achievement and facility variables)	(Funding for instructional support (books, materials) (Per pupil costs for various programs--comparisons with national and state figures)
LEARNING ENVIRONMENT: Improve the environment in which teaching and learning occur.	Codes of conduct/student behavior Maintenance of campus/facility Coordination/cooperation among staff	Quality of teachers Quality of physical environment Quality of support staff	Safety and orderliness Responsiveness of teachers to student needs	Quality of curriculum and relevance to (today's/ the business) world.	(Compare opinions from staff, parents, community, students with information about facility variables.)	(Funding to support improvements in learning environment)
STAFF AND STUDENT MORALE: Improve staff and student morale.	Attitudes toward central office service Maintenance of campus/facility	Safety Educational satisfaction Personal satisfaction	Reception by school personnel	Attitudes of students/staff (Business: cooperative, responsible) Participation of staff in community organizations	(Compare opinions from staff parents, community, students, with known facility information.)	(Salary comparison data)
COMMUNITY PARTNERSHIP: Encourage parent volunteers and community members and businesses to work cooperatively with the schools.	Communication with parents and the community	Racial/ethnic relations	Voluntary participation in activities at school Good communications	Involvement/articulation between community/business and school	(Note relationship between facility use by community, opinions about school, and known information about security and parking.)	(Public understanding of financial operations and needs-in community survey)
FACILITIES: Provide and maintain facilities that meet the needs of students.	Maintenance of campus/facility Security of campus	Cleanliness/appearance	Opinion about school maintenance and cleanliness	Maintenance and cleanliness of school. (Business: quantity & quality of equipment to meet demands of business)	FACILITY INSPECTION TEAM . Use existing personnel or paid help . Use checklists and other criteria	(State-aided maintenance programs)
MANAGEMENT PROGRAMS: Strengthen support services and provide clear leadership.	Principal leadership Superintendent's response to district needs	Adequacy of instructional materials	Parent involvement in and contribution to management decisions	Involvement of school personnel in community/ business-related activities	(Present information about maintenance & energy costs, repair & maintenance schedule, security, parking, etc.)	(Financial operations audit report)

MANAGEMENT INFORMATION SYSTEM

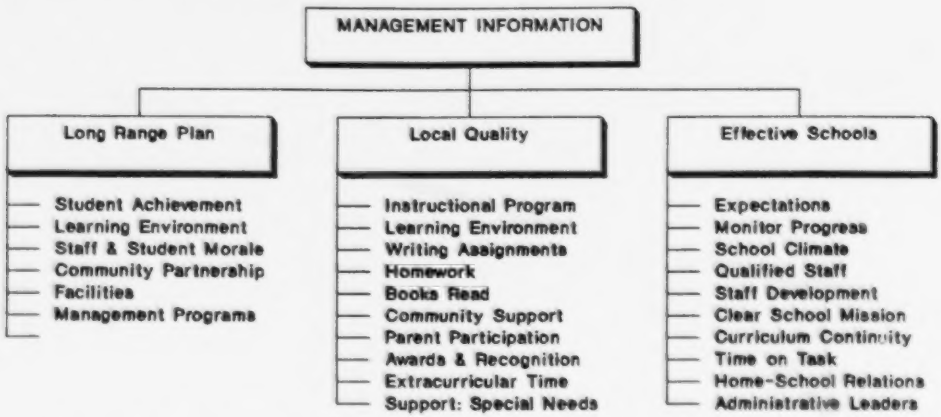

Figure 1. Major topics covered in MIS

MIS OBJECTIVES

- ✓ POLICY DECISIONS
  Enable district to make policy decisions based upon a body of information
- ✓ LONG-RANGE GOALS
  Develop a data base to measure district progress toward long-range goals
- ✓ LOCAL QUALITY INDICATORS
  Report on local quality indicators for individual schools
- ✓ EFFECTIVE SCHOOLS
  Present information related to effective schools

MAJOR TOPIC AREAS
Used in MIS Report

1. Student Achievement
2. Learning Environment
3. Staff and Student Morale
4. Community Partnership
5. Facilities
6. Management Programs

SPECIAL MIS SURVEYS

- STUDENTS
  24,280 students, grades 3-12
- STAFF
  2,950 staff--74% response rate
- PARENTS
  A 15% sample--2,240 respondents
- BUSINESSES
  44 of 50 representative businesses
- COMMUNITY ORGANIZATIONS
  46 of 50 representative organizations
- FACILITIES
  All school sites
- FINANCIAL INFORMATION
  Various sources

INFORMATION ABOUT PROGRAMS
Judged by District and Other Groups

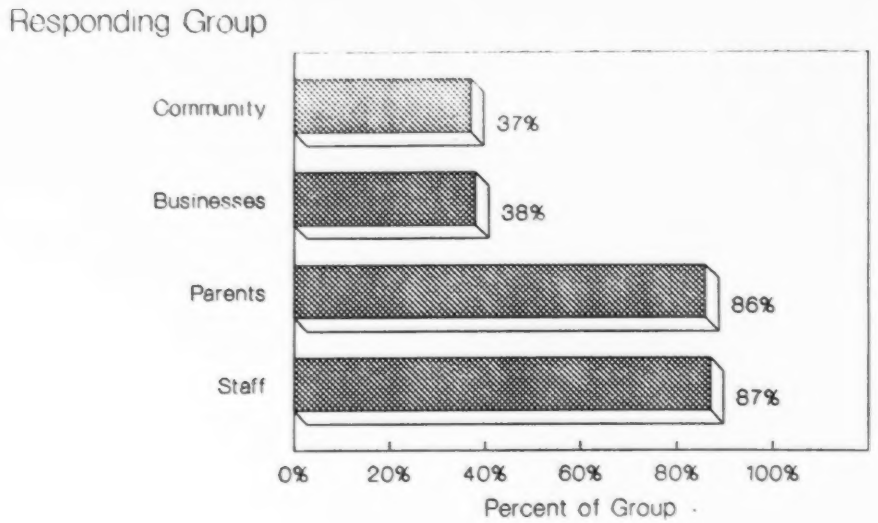

Figure 12.

SCHOOL CLEANLINESS AND ATTRACTIVENESS
Judged by Students, Staff and Parents

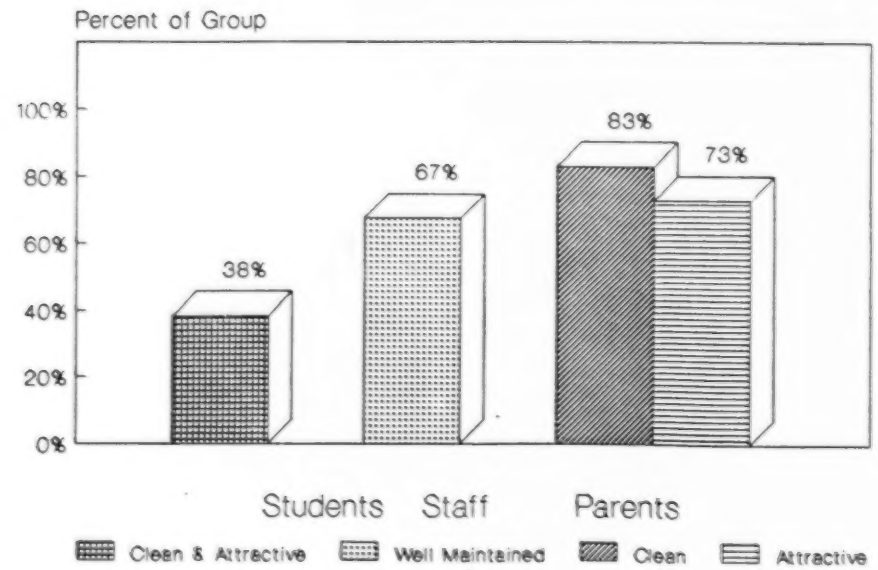

Figure 13.

MAJOR FINDINGS

Taken from MIS Reports

- Academic achievement, while like that of similar schools, is below state averages
- Most students like school and give high marks to the instructional program
- Parents rate schools highly and believe that the academic program is effective
- The quantity of homework and writing assignments needs further study
- Most staff provide information about school expectations and student progress
- Students report teachers are helpful

MORE FINDINGS

Taken from MIS Reports

- Most classrooms are rated as adequate for instructional purposes
- Class size averages in Sacramento are slightly higher than the state averages
- Some students and staff members do not feel safe at school
- Business and community groups are interested in schools, but they lack information about school programs
- Parents and staff find schools clean, attractive and well-maintained
- School leadership is rated much higher than district level support by employees